
3E

Information/Action

Educator Preparation Committee

Update on the Work Related to the Review and Updating of the Pupil Personnel Services Credential Program Standards

Executive Summary: This agenda item provides an update on the work associated with the review and updating of the Pupil Personnel Services Credential Program Standards.

Recommended Action: Staff seeks feedback on the work to date and the direction that the group is taking.

Presenters: Lynette Roby and Karen Sacramento, Consultants, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

December 2017

Update on the Work Related to the Review and Updating of the Pupil Personnel Services Credential Program Standards

Introduction

This agenda item presents information about the work to update the [Pupil Personnel Services Credential Program Standards](#) and reports on the first meeting of the Pupil Personnel Services Credential Program Standards Work Group.

Background

The [Pupil Personnel Services Credential Program Standards](#) (PPS) were adopted in October 2000. These include standards for 4 credential areas: 1) School Counseling, 2) School Psychology, 3) Social Work, and 4) Child Welfare and Attendance that may be added to any PPS credential. Currently the PPS program standards include 16 standards that apply across three specialization programs: Counseling, Psychology, and Social Work. In addition, each PPS specialization area includes standards specific to that specialization:

- Counseling — 16 additional standards for a total of 32 standards;
- Psychology — 11 additional standards for a total of 27 standards; and
- Social Work — 9 additional standards for a total of 25 standards.

There are also eight Child Welfare and Attendance (CWA) program standards that allow for an individual to earn an added CWA authorization. A candidate cannot earn a Child Welfare and Attendance credential unless the individual first holds or is concurrently recommended for one of the three full PPS specialization credentials listed above. (See [Appendix A](#) for a table of standards and fieldwork requirements for each PPS credential program).

It is clear that there is a need to update these standards to reflect the current realities of schools today and the additional responsibilities and expectations for these roles that did not exist nearly two decades ago. A large part of the work ahead is to ensure that the standards reflect these changes and that individuals are sufficiently prepared for the complexities and challenges in schools today and in the coming years.

One major task will be to reevaluate the standards in light of the comprehensive changes in accreditation that the Commission has enacted in recent years. The structure of the current PPS program standards is not consistent with recent updates in educator preparation more generally, including but not limited to, the focus on program outcomes, candidate competencies, performance expectations and addressing the needs of English learners.

The PPS Work Group intends to build on the lessons learned and approaches employed with other more recent work groups and standards development. A significant outcome of these recent efforts has been a shift in the structure of the Commission's program standards that has

been used with the adoption of the Preliminary Multiple and Single Subject program standards (2015) as well as the Administrative Services Credential program standards. Program standards have been refocused and re-conceptualized to identify the requirements the *program* is required to meet while the specifics of what the candidate needs to know and be able to do are identified in the Performance Expectations (PEs). The expectation is that the Commission-approved program teach the content of the PEs, give candidates the opportunity to practice the PEs, and assess the candidates on the PEs prior to recommending for the credential.

The focus will be on updating, streamlining and strengthening the standards in alignment with the new structure. Should the Work Group recommend changes to the credential structure, those will be presented to the Commission for its consideration. For instance, early conversation with the Work Group has suggested some would like the Work Group to consider incorporating the Child Welfare and Attendance expectations into the other three PPS areas. If seen favorably by the Work Group, this could lead to a recommendation to eliminate the CWA credential, or other corresponding changes.

Status of Current Work by the PPS Work Group

The PPS Work Group members were selected through a formal application process for individuals who expressed interest in serving on the Work Group. The charge to the Work Group was to determine what knowledge, skills, and abilities should be included in the PPS Credential Program Standards, and to identify any needed changes to the existing credential structure. Applicants were required to complete a short online application, submit a resume/vita, and provide written responses to two (2) short answer questions.

The application process was open from June 1, 2017 to August 31, 2017. After reviewing all applications, twenty-one individuals were appointed by the Executive Director. In addition to the Work Group members, liaisons from the following organizations were identified by their respective organizations:

- California School Boards Association
- Association of California School Administrators
- California County Superintendents Educational Services Association
- University of California
- California State University
- Association of Independent California Colleges and Universities
- California Teachers Association.

(Note: The California Federation of Teachers has not identified a liaison at this time.)

Thus, the full Work Group consists of 28 individuals. The list of participants and their affiliations is available in [Appendix B](#). Work Group meetings are scheduled at the Commission office on the following dates:

- | | |
|-----------------------|---------------------|
| • October 17-18, 2017 | • March 14-15, 2018 |
| • January 30-31, 2018 | • May 14-15, 2018 |

Summary of the First Work Group Meeting

The first work group meeting was held on October 17-18, 2017 at the Commission office. Twenty-six of the twenty-eight members were present. Work began with an orientation and a review of the Work Group's charge and the planned activities to accomplish the charge.

The PPS Credential Program Standards Work Group is charged with the following tasks. The complete charge can be found in [Appendix C](#) to this item.

1. Identify the knowledge, skills, and abilities needed by individuals seeking a PPS credential. These will become the PPS Performance Expectations. Recommend updated Program Standards for each of the specialty areas: School Psychology, School Social Work, School Counseling, and Child Welfare and Attendance.
2. Recommend expectations for fieldwork as part of the preparation for each of the specialty areas: School Psychology, School Social Work, School Counseling, and Child Welfare and Attendance.

The Work Group was also provided the information related to the shift in program standard structure as well as the following key questions to consider as the group began its analysis of the current standards:

1. What concepts or requirements in the current standards should be retained in the next iteration of standards? For the portion that is retained, should each concept/requirement be in the program standards or is it really more appropriate as a PE (candidate competency)?
2. What must be updated in the current standards?
3. Should the common portion of preparation—the 16 Generic PPS standards—be updated and retained in the same manner?
4. Should the CWA credential remain an 'add on' authorization or be fully incorporated into one or more of the PPS specialization credentials?

In addition to the general Work Group discussions, the group members also divided into their four specialty areas where they began a "sifting, selecting and sorting" process as groundwork for future discussions. Group members analyzed the current specialization standards and "sifted" them into two categories - program standards and candidate competencies. They then "categorized" the program standards and candidate competencies into one of three categories: retain requirement, update requirement, or remove requirement. Finally they "sorted" their findings into either generic standards or program specific standards. Although group members did not come to consensus on any specific recommendations they did identify a number of topics to consider including but not limited to:

- reducing redundancy;
- updating language within the standards;

- updating the standards to reflect issues of leadership, social justice, child development and technology;
- integrating content related to English learners;
- identifying candidate competencies with the idea of developing a related set of Professional Performance Expectations;
- determining whether Child Welfare and Attendance might be incorporated into each of the three other credential programs; and
- ensuring that the PPS program standards closely align to national standards and competencies.

Fiscal Impact to the Commission

To complete the work volunteers will need to travel to Sacramento for four two-day meetings. The total cost of the PPS Credential Work Group is estimated to be \$80,000. Funds have been allocated in the Commission's operating budget for this activity.

Potential Action

Staff recommends that the Commission direct staff regarding any questions, issues or recommendations to take back to the group to inform their work. Staff will continue to facilitate the process of developing recommendations for identifying possible revisions to the PPS School Psychology, School Counseling, School Social Work and Child Welfare and Attendance credential program standards.

Next Steps

Staff will continue to update the Commission on outcomes from the Work Group activities with respect to the additional knowledge, skills and abilities necessary to attain a PPS credential, proposed changes to the program standards, and, if necessary, any identified changes recommended to the PPS structure.

Appendix A

Credential Program Standard Organization

Standards Common to All PPS Programs		
1: Program Design, Rationale and Coordination	9: School Safety and Violence Prevention	
2: Growth and Development	10: Consultation	
3: Socio-Cultural Competence	11: Learning Theory and Educational Psychology	
4: Assessment	12: Professional Leadership Development	
5: Comprehensive Prevention and Early Intervention for Achievement	13: Collaboration and Coordination of Pupil Support Systems	
6: Professional Ethics and legal Mandates	14: Human Relations	
7: Family-School Collaboration	15: Technological Literacy	
8: Self-Esteem and Personal and Social Responsibility	16: Supervision and Mentoring	
Program Specific Standards		
School Psychology	School Counseling	School Social Work
17: Psychological Foundations	17: Foundations of School Counseling	17: Social Work Foundations
18: Educational Foundations	18: Professionalism, Ethics and Legal Mandates	18: Professional Ethics
19: Legal, Ethical and Prof. Foundations	19: Academic Development	19: Wellness and Resiliency Promotion
20: Collaboration Consultation	20: Career Development	20: Direct learning Support Services
21: Wellness Promotion/Crisis Intervention/ Counseling	21: Personal and Social Development	21: System Level Learning Support Services
22: Individual Evaluation and Assessment	22: Leadership	22: Pupil, Family, Faculty, Community
23: Program Planning and Evaluation	23: Advocacy	23: Research
24: Research, Measurement and Technology	24: Learning, Achievement and instruction	24: Field Experience
25: Practica	25: Individual Counseling	25: Candidate Competence
26: Culminating Field Experience	26: Group Counseling and Facilitation	
27: Determination of Candidate Competence	27: Collaboration, Coordination and Team Bld.	
	28: Organizational and System Development	
	29: Prevention Education and Training	
	30: Research, Program Evaluation and Tech.	
	31: Field Experience	
	32: Determination of Candidate Competence	

Appendix A
Credential Program Standard Organization

Optional Additional Child Welfare and Attendance Credential Program Standards -(May be added to any of the PPS Credentials)	
1: Professional Role of Child Welfare and Attendance	5: School Culture and Related Systems
2: Laws Pertaining to Child Welfare and Attendance	6: Assessment and Evaluation of Barriers to Student Learning
3: Program Leadership and Management	7: Field Experience and Supervision of Child Welfare
4: Collaboration and Partnerships	8: Determination of Candidate Competence

Number of Hours of Fieldwork/Clinical Practice

School Psychology	School Counseling	School Social Work
1200 Clock Hours Plus 450 clock Hours of Practica	600 Clock Hours	1000 Clock Hours
If Adding Child Welfare and Attendance		
An Additional 150 Clock Hours		

Number of Units Required

School Psychology	School Counseling	School Social Work
60 Semester (90 Quarter)	48 Semester (72 Quarter)	45 Semester (60 Quarter)
If Adding Child Welfare and Attendance		
An Additional: 9 semester (13 quarter)		

Appendix B
Pupil Personnel Services Credential Program Standards Work Group Members

Name	Affiliation	Current Position
Liaisons to the Work Group		
Charity Plaxton-Hennings	Association of California School Administrators Liaison,	Director of Mental Health and Psychological Services Riverside Unified School District
David Morrison	Association of Independent California Colleges and Universities	Chair, Dept. of Counseling/School Psychology/School of Education Azusa Pacific University
Victor Romualdi	California County Superintendents Educational Services Association	Associate Superintendent, Solano County Office of Education
Mary Briggs	California School Boards Association	Education Policy Analyst
Patricia Irvine	California State University, CSU East Bay	Associate Dean, College of Education and Allied Studies
Elvia Estrella	California Teachers Association	San Ysidro High School
Kirsten Barnes	Commission Liaison	Counselor, Hanford Joint Union High School District
Gerardo Lavinia	University of California	Director of Field Education/Associate Director of MSW Education, Department of Social Welfare UCLA
Work Group Members		
Ayasse, Robert	University of California Berkeley	Field Work Consultant/Lecturer
Blonsky, Howard	Consultant	PK-12 Social Worker
Bravo, Vincente	Los Angeles County office of Education	Project Director III; Division of Student Support Services, Child Welfare and Attendance Unit
Cifuentes, Catalina	Riverside County Office of Education	Executive Director – College and Career Readiness
Duarte, Danielle	San Diego State University	Adj. Prof., Dept. of Counseling and School Psychology; Lead Trainer, Center for Excellence in School Counseling and Leadership
Duncan, Brent	Humboldt State University	Emeritus Professor of Psychology (School Psychology)
Fall, Randy	Azusa Pacific University	Professor, Dept. of School Counseling and School Psychology Department of Educational Leadership
Hydon, Steve	University of Southern California	Clinical Professor, School of Social Work
Kolpin, Thierry	Brandman University	Associate Professor School of Education
Lang-Gavidia, Maria	Belmont-Redwood Shores School District	Director of Special Programs
Lopez, Caroline	California State University, Long Beach	Assistant Professor, College of Education
Manos, Steve	San Diego State University, retired	School Social Work
McGuire, Jane	California Baptist University	Associate Professor; School of Education
McMillan, Kimberlee	Optum Behavioral Health	Licensed Clinical Social Worker
Meyers, Paul	Standard School District, Bakersfield, CA	Superintendent
Minton, Shyrea	California State University, Northridge	Assistant Professor
Olvera, Pedro	Brandman University	Associate Professor
Rodriquez, Laura	Stockton Unified School District	Child Welfare and Attendance Counselor
Schroeder, Maureen	Brandman University	Adjunct Instructor
Torres, Jorge	Compton Unified School District	Director of College and Counseling Services
Whitson, Loretta	California Association of School Counselors	Executive Director

Appendix C



Charge to the Pupil Personnel Services Credential Program Standards Work Group

Each member of the Pupil Personnel Services (PPS) Work Group is charged to:

1. Be present and contribute fully as a member of the PPS Work Group.
2. Share knowledge and beliefs in a professional manner.
3. Respect others' views.
4. Understand that the purpose for the Work Group is to provide recommendations from Pupil Personnel experts for the Commission's consideration.
5. Identify the knowledge, skills, and abilities needed by individuals seeking a Pupil Personnel services credential. These will become the PPS Performance Expectations (PPS PEs)
6. Recommend updated Program Standards for each of the specialty areas: School Psychology, School Social Work, School Counseling, and Child Welfare and Attendance.
7. Recommend expectations for field work as part of the preparation for each of the specialty areas: School Psychology, School Social Work, School Counseling, and Child Welfare and Attendance.